**Lesson Title:** Blue Marble Matches: Exploring Earth’s Features

**Time needed:** 1hr.

**Notes and reflection from demonstration (key points):**

(in PLC)

As the lesson was demonstrated, both teachers commented on the students’ interest in actual images in the last lesson. Both teachers expressed that the students would be happy to see another NASA Collaborative lesson in class. The hands –on aspect of getting to use the laminated cards was appealing.

During the demonstration, the teachers made note of vocabulary that they would need to explain or change, or of vocabulary that would need to be reviewed before the lesson. The teachers decided that the planetary comparisons might be too complex at this stage in the year.

**Do any materials need to be prepared for this lesson?**

Copies of organizer worksheet

Laminate and cut out Earth feature cards

**Reflection**

**What was your favorite part of the lesson?**

This lesson was a good visual introduction to their next science unit on the Earth’s processes. The students were able to explore the images and create thoughts about each process before the unit, so they have a wealth of background information. Both teachers mentioned that the students loved the term “yardang” because it was fun to say! As a way to demonstrate impact craters, the teachers used a mound of play-doh and a marble to simulate how impact craters are made.

**What worked well for the students?**

Both teachers enjoyed the students having the picture cards to hold and touch instead of just seeing the images on the computer. They also found the graphic organizers in the student packet helpful.

**Why is this important?**

The visual and hands-on nature of the lesson was very engaging for the students. They were able to hold and really study the cards, and point out features to discuss. Creating graphic organizers allowed the students to organize the information, making it easier to use when asking questions or searching for answers.

**What will you do in the future to improve the chance of this happening again?**

One teacher mentioned incorporating this lesson with their units on erosion and weathering, and incorporating a Brain Pop ([www.brainpop.com](http://www.brainpop.com)) video to help with background information. The other teacher said she would use the lesson as is.

**Other comments or suggestions?**

The students really got into figuring out what each image was. They loved this lesson. The cards would be improved if they were bigger so the features were easier to see.